

# About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2010 Beginning of Grade 3 NECAP Tests

**Grade 3 Students in 2010-2011**

## School Results

**School:** Biddeford Primary School

**District:** Biddeford School Department

**Code:** 1016-1177



# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2010-2011

### Grade Level Summary Report

School: Biddeford Primary School  
 District: Biddeford School Department  
 State: Maine  
 Code: 1016-1177

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	215			215			13,431			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>	<b>208</b>	<b>210</b>		<b>208</b>	<b>210</b>		<b>13,068</b>	<b>13,121</b>		<b>97</b>	<b>98</b>		<b>97</b>	<b>98</b>		<b>97</b>	<b>98</b>	
With an approved accommodation	76	77		76	77		2,400	2,492		37	37		37	37		18	19	
Current LEP Students	8	10		8	10		364	404		4	5		4	5		3	3	
With an approved accommodation	8	9		8	9		152	180		100	90		100	90		42	45	
IEP Students	32	32		32	32		1,934	1,954		15	15		15	15		15	15	
With an approved accommodation	29	29		29	29		1,396	1,420		91	91		91	91		72	73	
<b>Students not tested in NECAP</b>	<b>7</b>	<b>5</b>		<b>7</b>	<b>5</b>		<b>363</b>	<b>310</b>		<b>3</b>	<b>2</b>		<b>3</b>	<b>2</b>		<b>3</b>	<b>2</b>	
State Approved	5	3		5	3		249	190		71	60		71	60		69	61	
Alternate Assessment	3	3		3	3		187	167		60	100		60	100		75	88	
First Year LEP	2	0		2	0		41	0		40	0		40	0		16	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		21	23		0	0		0	0		8	12	
Other	2	2		2	2		114	120		29	40		29	40		31	39	

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	215	5	2	208	15	7	121	58	45	22	27	13	342	208	7	58	22	13	342	13,068	11	58	19	11	345
MATH	215	3	2	210	19	9	96	46	66	31	29	14	341	210	9	46	31	14	341	13,121	16	45	24	15	343
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2010-2011

### Reading Results

School: Biddeford Primary School  
 District: Biddeford School Department  
 State: Maine  
 Code: 1016-1177

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

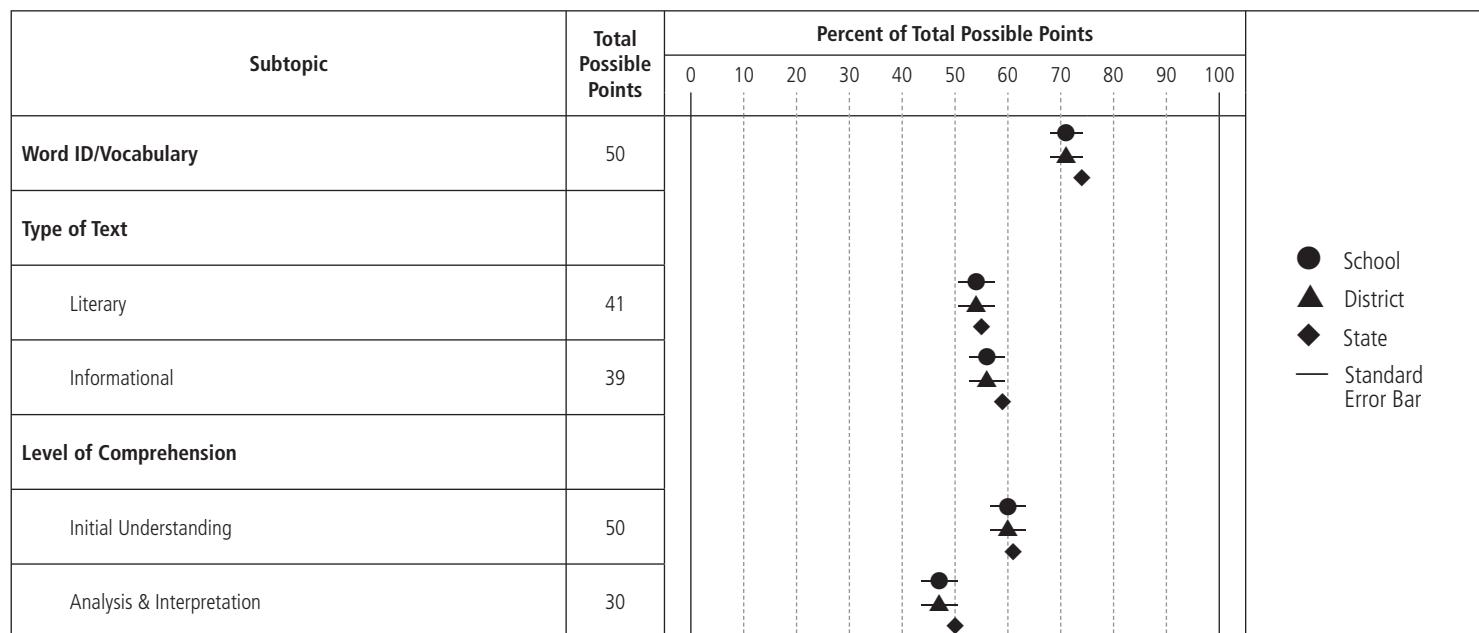
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2008-09	164	2	0	162	15	9	90	56	36	22	21	13	344
2009-10	215	5	2	208	15	7	121	58	45	22	27	13	342
<b>2010-11 Cumulative Total</b>													
<b>DISTRICT</b>													
2008-09	164	2	0	162	15	9	90	56	36	22	21	13	344
2009-10	215	5	2	208	15	7	121	58	45	22	27	13	342
<b>2010-11 Cumulative Total</b>													
<b>STATE</b>													
2008-09	13,688	108	165	13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2009-10	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
<b>2010-11 Cumulative Total</b>													





# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2010-2011

# Disaggregated Reading Results

**School:** Biddeford Primary School  
**District:** Biddeford School Department  
**State:** Maine  
**Code:** 1016-1177

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	215	5	2	208	15	7	121	58	45	22	27	13	342	208	7	58	22	13	342	13,068	11	58	19	11	345
Gender																									
Male	118	2	1	115	6	5	73	63	19	17	17	15	342	115	5	63	17	15	342	6,636	8	58	21	13	343
Female	97	3	1	93	9	10	48	52	26	28	10	11	343	93	10	52	28	11	343	6,432	15	59	17	9	346
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						197	8	52	23	16	342
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						144	15	51	24	10	345
Asian	8	2	0	6										6						173	19	51	21	9	347
Black or African American	5	0	0	5										5						394	4	39	27	30	336
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	46	46	0	343
White	183	3	2	178	12	7	107	60	36	20	23	13	342	178	7	60	20	13	342	12,025	12	59	19	10	345
Two or more races	12	0	0	12	0	0	5	42	5	42	2	17	337	12	0	42	42	17	337	122	6	60	21	13	342
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	10	2	0	8										8						364	4	35	33	28	336
Former LEP student - monitoring year 1	0	0	0	0										0						2					
Former LEP student - monitoring year 2	0	0	0	0										0						0					
All Other Students	205	3	2	200	13	7	119	60	43	22	25	13	342	200	7	60	22	13	342	12,702	12	59	19	10	345
IEP																									
Students with an IEP	36	3	1	32	0	0	11	34	7	22	14	44	330	32	0	34	22	44	330	1,934	2	30	30	38	334
All Other Students	179	2	1	176	15	9	110	63	38	22	13	7	344	176	9	63	22	7	344	11,134	13	63	17	6	347
SES																									
Economically Disadvantaged Students	119	5	1	113	5	4	59	52	29	26	20	18	340	113	4	52	26	18	340	6,047	6	52	25	17	341
All Other Students	96	0	1	95	10	11	62	65	16	17	7	7	345	95	11	65	17	7	345	7,021	16	64	14	6	348
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	215	5	2	208	15	7	121	58	45	22	27	13	342	208	7	58	22	13	342	13,066	11	58	19	11	345
Title I																									
Students Receiving Title I Services	79	0	0	79	0	0	34	43	28	35	17	22	337	79	0	43	35	22	337	2,635	2	42	33	23	337
All Other Students	136	5	2	129	15	12	87	67	17	13	10	8	346	129	12	67	13	8	346	10,433	14	63	16	8	347
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						169	12	61	20	7	345
All Other Students	212	5	2	205	15	7	119	58	44	21	27	13	342	205	7	58	21	13	342	12,899	11	58	19	11	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2010-2011

# Mathematics Results

School: Biddeford Primary School  
 District: Biddeford School Department  
 State: Maine  
 Code: 1016-1177

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

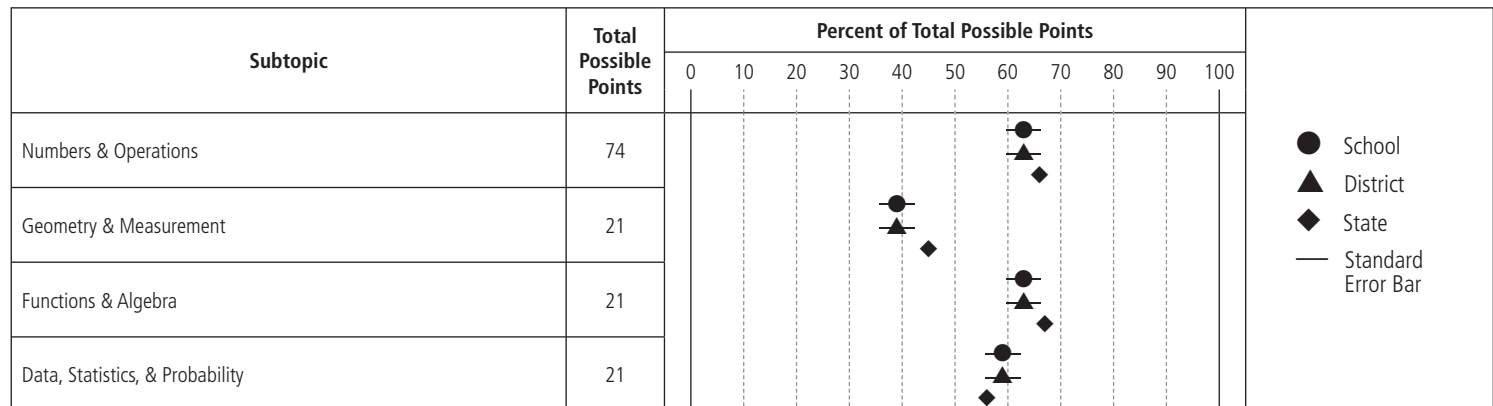
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2008-09	164	2	0	162	15	9	67	41	45	28	35	22	339
2009-10	215	3	2	210	19	9	96	46	66	31	29	14	341
<b>Cumulative Total</b>													
<b>DISTRICT</b>													
2008-09	164	2	0	162	15	9	67	41	45	28	35	22	339
2009-10	215	3	2	210	19	9	96	46	66	31	29	14	341
<b>Cumulative Total</b>													
<b>STATE</b>													
2008-09	13,688	111	151	13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2009-10	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
<b>Cumulative Total</b>													





# Fall 2010 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2010-2011

# Disaggregated Mathematics Results

School: Biddeford Primary School  
 District: Biddeford School Department  
 State: Maine  
 Code: 1016-1177

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	215	3	2	210	19	9	96	46	66	31	29	14	341	210	9	46	31	14	341	13,121	16	45	24	15	343
Gender																									
Male	118	2	1	115	13	11	60	52	27	23	15	13	342	115	11	52	23	13	342	6,667	17	47	22	14	343
Female	97	1	1	95	6	6	36	38	39	41	14	15	340	95	6	38	41	15	340	6,454	15	44	25	16	342
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						201	12	37	27	24	339
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						145	17	43	26	15	342
Asian	8	0	0	8										8						181	19	45	25	12	344
Black or African American	5	0	0	5										5						412	2	28	30	40	333
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	8	54	23	15	342
White	183	3	2	178	17	10	80	45	58	33	23	13	341	178	10	45	33	13	341	12,048	17	46	23	14	343
Two or more races	12	0	0	12	1	8	5	42	3	25	3	25	336	12	8	42	25	25	336	121	12	40	26	22	340
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	10	0	0	10	1	10	4	40	2	20	3	30	335	10	10	40	20	30	335	404	4	25	32	40	334
Former LEP student - monitoring year 1	0	0	0	0										0						2					
Former LEP student - monitoring year 2	0	0	0	0										0						0					
All Other Students	205	3	2	200	18	9	92	46	64	32	26	13	341	200	9	46	32	13	341	12,715	16	46	23	14	343
IEP																									
Students with an IEP	36	3	1	32	0	0	10	31	11	34	11	34	334	32	0	31	34	34	334	1,954	5	28	29	38	335
All Other Students	179	0	1	178	19	11	86	48	55	31	18	10	342	178	11	48	31	10	342	11,167	18	49	23	11	344
SES																									
Economically Disadvantaged Students	119	3	1	115	1	1	51	44	43	37	20	17	338	115	1	44	37	17	338	6,091	8	40	30	22	339
All Other Students	96	0	1	95	18	19	45	47	23	24	9	9	344	95	19	47	24	9	344	7,030	23	50	19	9	346
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	215	3	2	210	19	9	96	46	66	31	29	14	341	210	9	46	31	14	341	13,119	16	45	24	15	343
Title I																									
Students Receiving Title I Services	79	0	0	79	0	0	21	27	40	51	18	23	335	79	0	27	51	23	335	2,645	4	34	35	28	337
All Other Students	136	3	2	131	19	15	75	57	26	20	11	8	344	131	15	57	20	8	344	10,476	19	48	21	12	344
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						169	12	46	27	15	342
All Other Students	212	3	2	207	19	9	94	45	65	31	29	14	341	207	9	45	31	14	341	12,952	16	45	24	15	343

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.